DOCUMENT RESUME

ED 125 782 PS 008 693

AUTHOR Medina-Spyropoulos, Esperanza
TITLE Significant Factors in the Development of Curricula for Bilingual-Multicultural Preschool Children.
INSTITUTION Development Associates, Inc., Washington, D.C.
SPONS AGENCY Office of Child Development (DHEW), Washington, D.C.
PUB DATE [75]
CONTRACT OHD-105-176-1002
NOTE 29p.; Adaptation of "Guidelines for Developing a Bilingual Bicultural Curriculum for Head Start Programs"

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Biculturalism; *Bilingual Education; *Curriculum Development; *Curriculum Planning; *Early Childhood Education; Guidelines; Intervention; Preschool Education; Program Development; *Spanish Speaking
IDENTIFIERS *Project Head Start

ABSTRACT

This study attempts to provide some general guidelines for the development of preschool bilingual-multicultural (BL-MC) curricula in a number of diverse Spanish-speaking environments and cultural enclaves, including Puerto Rican, Cuban, and Mexican American communities. Significant factors in the development of a BL-MC curriculum are identified and described briefly. These include: (1) careful and systematic determination of language of instruction, (2) emphasis on educational approaches which build children's self concepts within their cultural milieu, (3) active participation of parents as important resources in all phases of the curriculum, beginning with its design, (4) cooperation from parents, educators and community agencies to assure health and safety practices for the physical and emotional well-being of Spanish-speaking/surnamed children, and (5) comprehensive plans for learning activities commensurate with curriculum goals and objectives, for evaluation of curriculum and for validation and replication of the curriculum model. Definitions for curriculum, language, bilingualism and culture are presented and it is concluded that curriculum development for preschool bilingual-multicultural children has important implications for the future of American education. (Author/SB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED125782

SIGNIFICANT FACTORS IN THE DEVELOPMENT OF CURRICULA FOR BILINGUAL-MULTICULTURAL PRESCHOOL CHILDREN*

**Esperanza Medina-Spyropoulos, Ph. D.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PS008693

ABSTRACT

The intent of this study is to provide some general guidelines in the development of preschool bilingual-multicultural (BL-MC) curricula in a number of diverse Spanish speaking environments and cultural enclaves including Puerto Rican, Cuban, and Mexican American.

Significant factors in the development of a BL-MC curriculum include: 1) Careful and systematic determination of language of instruction, 2) educational approaches which build and/or enhance the self-concept within the child's cultural milieu as an integral part of the curriculum, 3) active participation of parents as important resources in all phases of the curriculum, beginning with its design, 4) cooperation from parents, educators and community agencies to assure health and safety practices for the physical and emotional well-being of the Spanish speaking/surnamed child, and 5) comprehensive plans for (a) learning activities commensurate with curriculum goals and objectives, (b) evaluation of curriculum, (c) validation and replication of curriculum model.

This study offers definitions for curriculum, language, bilingualism and culture, and concludes that curriculum development for preschool bilingual-multicultural children has important implications for the future of American education.

---

* This paper is an adaptation of Guidelines for Developing a Bilingual Bicultural Curriculum for Head Start Programs by the same author under contract from the Office of Child Development OHD-105-176-1002 to Development Associates, Inc

PREFACE

Preschool education is in a state of flux, stimulated by dissatisfaction with traditional scientific models of instruction and fanned by "severe professional and social crosswinds". The status quo of early childhood education is being battered from within and without, as a result of significant and often dramatic shifts that have occurred in theoretical and methodological orientations, in the social and political roles (and power) of minority groups, women and children, in the nation's economic conditions, and in the general climate for education. Special interest groups are taking a more active role in defining the ground rules for participation in educational policy, in the programatic aspects of education, the ethics of educational practices are being subjected to close public examination, and evaluation and accountability are in the air. In the face of these new pressures, the task of curriculum development for bilingual multicultural children, sorting out priorities and identifying gaps and imbalances in the curriculum is even more difficult for those who plan support and undertake this task. Clearly essential to this process is the capacity to put together the diverse bits and pieces of our national bilingual bicultural education effort into a clear, cohesive picture. Head Start's extensive and far-ranging early childhood program development endeavors are supported and administered through a variety of agencies. However, while these agencies share a general interest in bilingual bicultural early childhood education, their particular goals and legislative mandates often

differ considerably, thus compounding the problems involved in the exchange of information across bureaucracies and philosophical orientations-problems which would be formidable even under the most ideal circumstances. More vital than ever is a formal means by which advisory panels can pool their knowledge and communicate with the Office of Child Development and with each other about their current concerns and bilingual bicultural educational activities. This study is intended to provide some general guidance in the development of bilingual multicultural (BL-MC) curricula in a number of diverse Spanish-speaking environments and cultural enclaves (e.g., New York: Puerto Rican, Miami: Cuban, Southwest: Mexican American).

In the following pages we have outlined a general framework for developing a BL-MC curriculum. It provides a systematic, step-by-step approach, including the overall process beginning with broad definitions of (1) curriculum, (2) language, (3) culture and leading to the guidelines for developing an actual curriculum, evaluating its results, and documenting the procedures for replication of the curriculum model.

It is hoped that this guide will be a major step in enhancing, the educational potential of Spanish-speaking Head Start children and will establish a foundation for further definition and refinement of early childhood bilingual multicultural education.

INTRODUCTION

Government and other educational agencies have initiated a new thrust, Bilingual Multicultural Curriculum Development, which is aimed at promoting greater learning opportunities and carefully planning educational experiences for preschool Spanish- speaking children. These projects are based on the assumptions that bilingual multicultural programs must: 1) utilize the child's native language as the vehicle for instruction; 2) be responsive to the cultural, unique learning, incentive-motivational, human-relational and communication styles of the Spanish-speaking child; 3) make children comfortable in and/or knowledgeable of their own language and culture before they become proficient in the second language and culture; and 4) enhance the cognitive and psychomotor development of a child through knowledge of a second language and culture. Curriculum, as it is in this study can be defined as everything that happens in the child's many experiences, including planned and/or per chance experiences in the home, the community, the school, and other areas of the environment. The traumatic influences produced by a curriculum which focuses chiefly or exclusively on a language foreign to the native Spanish-speaker and virtually ignores the learner's socio-cultural and lingustic traits has been substantially studied and documented. The results of such studies generally point to a series of probable detrimental results of such a curriculum; to the rejection of the native language and culture as of no merit or value in the native English

speaking society; to the loss of group identity and affinity; to the conflict of two cultures in which there is neither full acceptance or assimilation of either; as well as other psychological and social impacts negative to the child's full growth and development.

We view language as the cornerstone upon which the entire curriculum must be built, and will explore ideas and strategies that will promote growth and learning of the child's first and second languages. At the same time it will seek continuous processes to reinforce the children cultural identity and enhancement of pride in their heritage.

The term "language" as used here, is taken to mean "verbal language" and can be defined as a vehicle for communication, a means to learning throughout the total program. The term "culture" is defined as an ethnic identity system, an integral part of the child's development and social frame of reference, and it plays an important role in facilitating learning. The term bilingual lends itself to many interpretations and misconceptions. Generally, the bilingual child tends to be more proficient in one language than the other, even though he may have attained a high degree of proficiency of each. This fact often presents some confusion to educators who think that the child of a given socio-cultural background will be more proficient in his native language than in English. Generally, this is an unreasonable expectation. For example, Mexican-American children in some schools in New Mexico tend to be more proficient in English than in Spanish despite the fact that their proficiency in English is very low.

The terms "bilingual" and "bilingualism" seem to carry their meaning clearly within them. And yet a discussion involving any one of these words soon reveals the strikingly different concepts that people have of them. There have been many attempts to produce an exact definition of "bilingual" and "bilingualism," but the only agreement among its various users is that it refers to the knowledge and use of two languages by the same persons.

The concepts of bilingualism and biculturalism, although closely related and interdependent, are two distinct phenomena. Language, viewed as a human form of communication, can be taught; however, culture must be guided as well as be supplemented by instruction. The process of culture acquisition is much more one of assiting the student in exploring a way of life in all its complexities, with the goal of reinforcing his cultural identity and thus enhancing pride in his heritage.

A culture defined as an ethnic identity system, is an integral part of the child's development and social frame of reference, and it plays an important role in facilitating learning; it becomes necessary to reexamine the concept of culture and relate its elements to the goals which one sets up for curriculum development. A body of curricular content which will give instructional substance cannot be drawn from anthropological/sociological studies which purport to describe the culture of an entire minority group; the content of culture must be determined in accordance with the individual and societal needs for adequate development and socialization. Nothing is more crucial to the

success of a Bilingual Multicultural program particularly during the learner's first year is exposure to the school than the attitude of the teacher toward the child's language and culture. Before any curriculum can be designed which purports to utilize the language and culture of learner, it is critical to have a philosophy of bilingualism and multiculturalism.

CURRICULUM APPROACHES

It has been said that "Models are dreamed in people's heads" and that "models usually come after development". There are pros and cons about all models. The curriculum developer must establish what kind of early childhood development model will best meet the goals and objectives of the program and develop one model curriculum. Below is a brief summary of three common preschool models. Each model has a different emphasis, manner of operating, and base in respect to different early childhood theories.

1. Pre-Academic Model

   The Pre-Academic Model is specifically oriented toward cognitive development and is based on a relatively high proportion of content-oriented work to give children specific information and skills necessary to compete in the school system. Some programs using the Pre-academic model do not state any goals outside the cognitive areas, assuming that success in the cognitive domain is the prime prerequisite to development in all areas. The major emphasis is on children working in small groups under

adult direction. There is a greater proportion of teacher-directed requests and prescribed and guided feedback to children's responses.

2. Cognitive Discovery Model

The Cognitive Discovery Model is characterized by a wide variety of experiences with emphasis on the inquiry approach rather than academic information tasks. There is much adult interaction with individual children and small groups, as well as independent child activities. The focus of adult communication is with one child at a time and small groups. Adults give children choices rather than make direct requests. Generally, this model is easy to implement.

3. Discovery Oriented Model

The Discovery Oriented Model is based largely on free inquiry and a wide variety of child play activities; it emphasizes the development of skills in every aspect of the child's work through adult work with individual children and pairs of children, and individual children also work independently. There is a greater proportion of child talk, with adult focus on communicating with individual children. The teacher's task is to create a stimulating classroom environment to meet the needs of individual children. Affective learnings are regarded with as much significance as cognitive learnings, and the two are closely interwoven in curriculum planning.

REQUIREMENTS OF ALL CURRICULUM MODELS

1. Requirements of Curriculum Developer

An ongoing, close working relationship must be maintained with Preschool programs in the development, implementation, evaluation and validation of the curriculum model.

The curriculum developer shall select a preschool program where:

a. Preschool parents and staff, including curriculum development specialists, teachers and teacher aides are in favor of developing the BL-BC curriculum;

b. At least 50% of the children use a language or a combination of languages other than English;

c. The program has bilingual staff; and

d. Other members of the community are in favor of implementing a bilingual bicultural program based on the curriculum model being contemplated.

The curriculum developer must propose the functions of each of the individuals mentioned on part 1.

Advisory Board

The curriculum developer should establish a 10 to 15 member Advisory Board.

Composition

The composition of the Advisory Board should be as follows:

a. Parents of preschool children;

b. Professional persons in the field of BL-MC education, child development, early childhood, and human services;

c. Preschool administrators and other members;

d. Current members of the Center Parent Committee; and

e. Members of school staffs from schools attended by graduates of HS programs.

At least 50 percent of the Advisory Board members must be bilingual multicultural and representative of the community where the preschool program is located.

Functions

The Advisory Board will be responsible for reviewing procedures and making recommendations concerning the overall curriculum development, implementation and validation effort.

The curriculum developer must assure that the revised planning tasks and functions will be carried out as delineated.

The curriculum developer must assure a working partnership in developing future plans.

2. Requirements of Curriculum Model

Development implementation and validation of a preschool bilingual bicultural (multicultural) model must be based on the following elements:

a. Oral language should be the permeating force throughout the curriculum;

b. The curriculum model must:

- be based on sound development theory;
- be acceptable by the ethnic community; and
- utilize and approach to preschool education consistent with child development theory.

c. The model must not be based on a deficit model. There must be a planned exposure to and growth in two languages and various cultures;

d. There must be a description of the procedure how children will be exposed to two languages, whether children will be grouped by language dominance, how this will be accomplished, by whom and for what purpose;

e. The curriculum model shall provide for development of the cognitive, affective, and psychomotor domains of all children;

f. The developer should outline a step-by-step plan to involve preschool staff, parents, and administrators in the development, implementation, and validation of the curriculum model;

g. The curriculum model shall be replicable and adapted to a variety of preschool settings, such as Head Start, Day Care and Nursery School;

h. The curriculum developer must provide a definition of "bilingual-bicultural (multicultural)" education as he/she will implement it in the curriculum model. This section will also include a description of the cultural goals and sample learning to learn activities.

COMPREHENSIVE PLAN OF ACTION FOR CURRICULUM DEVELOPMENT

The curriculum developer should outline a step-by-step process that he/she will follow in the development and implementation of the curriculum. Such a plan of action should also address who is to be involved in the various activities, i.e., teachers, parents, public school officials, etc. The BL-MC curriculum should be able to serve a continuum of English as well as Spanish-dominant children, including handicapped children.

The curriculum should be formulated in such a way as to have enough flexibility in order to "fit" children's experiences and other incidental opportunities for learning.

A. Philosophy

1. The curriculum developer should present a comprehensive statement including the status of the field and his philosophy which recognizes:
   a. the importance of early childhood years and
   b. the importance of funding activities for early childhood education programs.

2. There should be an integration of early childhood and bilingual bicultural philosophies, as well as an integration of philosophy, methodology, and general organization.

B. Language

The rationale for developing a bilingual curriculum is rooted in many past inadequacies, including the de-emphasis of the Spanish-speaking child's native language and culture in Head Start curricula (and other school systems).

1. Oral language should be considered a vehicle of learning and should, therefore, be integrated into the whole curriculum. The developer should assure a solid oral language base for the curriculum.
2. Language should not be a separate subject in the curriculum.

C. Language Assessment

1. Although assuming the language components of the target population is a project in itself, the curriculum developer should engage the services of the Advisory Board members in assessing the linguistic characteristics of the children, the staff and the community.
2. Surveys in a variety of language settings prior to developing curriculum should be carried out. There should be a specification of how to carry out these surveys.
3. It is critical to assess the language characteristics and levels of achievement of the children who will be exposed to the curriculum.

D. Language Dominance

The dominant language of the children should be identified within the target population so that variations in dialect can be determined and isolated for attention.

1. Children

- The curriculum developer should stipulate how he will establish language dominance.
- An explanation of the degree of comprehension for children in both Spanish and English will be crucial to the development of the curriculum approach.

Age of Children

In assessing the age of the children the curriculum developer will have to determine the age mix in developing the curriculum since simple biological differences will determine the extent of the learning activities and the approach to the curriculum. Three year olds will differ markedly in their comprehension ability and capacity than four and five year olds children.

Program Mix

Another important consideration in the assessment is the ethnic mix in the program for which a curriculum is being developed. A classroom which enrolls 100% Spanish-speaking children will pose different

problems than one which enrolls 50% Spanish-speaking and 50% English-speaking. Both the instructional methodology and the learning activities will have to be adjusted to the ethnic composition of the classrooms.

2. Parents (Familial influences -- grandparents, older siblings, etc.)

- We consider the involvement of parents in the curriculum model to be a critical and necessary element to its success.
- The curriculum developer should specify how he/she will carry out the language assessment of parents and other family members, their socio-cultural characteristics.

Parents' acceptance and support of the program will be essential to the implementation of the curriculum design.

3. Community

It is important to identify the specific cultural makeup of the community since the curriculum will address the cultural heritage and social milieu in which the children and family function. The differences between Puerto Ricans in New York, Cubans in Miami and Mexican Americans in the Southwest, both urban and rural, are important aspects of the curriculum approach, as well as the cross-cultural contacts influencing these communities, i.e., Black influences on Puerto Ricans in New York.

4. Staff

The curriculum plan must include an assessment of the language ability of the preschool staff to determine the dominant language and the extent of monolingual and bilingual characteristics. This is an extremely important consideration, since the comprehension of teachers and aides in Spanish and English can be a key factor in the design of the curriculum.

Each curriculum should be flexible enough to be adapted across a spectrum of age levels and ethnic differences.

E. Training Staff

1. Teachers/Aides

Training of staff, parents, and administrators plays a crucial role in implementing the Head Start program. In fact, staff training is critical to the success or failure of the program.

- The curriculum plan should include a broad definition of "staff training," explain the philosophy of training and indicate specifically who is considered as curriculum development project staff.
- The staff should be trained by a systematic procedure insuring factors such as familiarization with the goals and objectives of the program, through training in relevant strategies and use of materials and resources. This initial training should be augmented by a continuing training program and monitoring by staff development personnel.

- In all aspects of the staff training, the curriculum developer must take into consideration the importance of the language capabilities of the staff.
- One of the priority goals for staff training should be the staff's acquisition of Spanish language skills that will enable them to work adequately with and guide the Spanish-speaking children. These should be a plan which describes how to accomplish this goal.

2. Parents

The parents also play a key role in the program. Since the parents have the major impact in facilitating the child's development, they also need training.

- There should be a plan on how parents are going to be trained, in what, and by whom.
- There should be an explanation how he/she will involve parents in continuing the child's educational experience.
- The training program for parents should be directed in terms of helping the child attain curricular objectives. To this aim, the developer should present a plan to carry out parents' training.

3. Administrators

Since administrators who play a crucial role in managing the bilingual bicultural program should also be included in the training program, they should be thoroughly familiar with the curriculum in terms of

goals, strategies, content, staff and materials, and equipment. They should be able to provide support and monitor program operations.

- The developer should describe his approach to training administrators;
- He should also offer a brief description of how the administrators' philosophical stance will enhance the bilingual multicultural program.

F. Use of Community Resources

It is extremely important that the contractor bear in mind the importance of utilizing the resources of as many individuals in the community. Undoubtedly, the curricula from different programs will have many common elements, but there will be objectives that will be unique to each.

- The developer should strive for maximum utilization of community resources.
- The developer should identify in the community other resources which can provide contributions to the curriculum development effort. These could be clearing houses for education research (ERIC), educational councils and organizations, and local community organizations dealing with Spanish-speaking issues and problems.
- The curriculum developer should write a step-by-step plan on how resources will be identified, utilized, and integrated into curriculum.

G. Materials Development and Procurement

Whenever possible the curriculum should be designed so as to use materials interwoven with the elements of the Spanish-speaking culture through such daily routines of the home as family life, barrio life, friends, relatives and service personnel.

The plan for materials development/procurement should indicate:

- how this activity is used as a bridge for continuity of cultural diversity;
- how one plans to carry out the following important considerations:
  1) Materials which hold the children's interest must be adopted. One should be specific as to what makes some materials of special interest.
  2) Materials should be age and developmental level appropriate;
  3) Materials should be culturally relevant. What materials are acceptable to the children and their families?
  4) Materials should be concrete and manipulative.

H. Coordination of Goals and Objectives of the Curriculum and the Plan for Development of Learning Activities in Specific Areas

- In establishing the Curriculum Goals, one should be certain that the curriculum goals and objectives are closely coordinated with the development of learning activities for the preschool bilingual multicultural program.

- Ultimately the establishment of goals and objectives will depend on the definitions established for a bilingual-bicultural curriculum, proposed methods and theories to be used as a basis for developing the curriculum, and the integration of BL-MC into traditional pre-school curriculum models. While each program is expected to have somewhat different interpretations and approaches to the curriculum models, it is important that the curriculum clearly conceptualize the goals within the context of each program's unique characteristics and that specific objectives be established for curriculum components and learning activities.
- Essentially, the parameters for establishing goals and objectives as well as developing learning activities for a bilingual-bicultural curriculum should include several viewpoints based on a multidisciplinary perspective of culture and experience in a particular Spanish-speaking community.
- In addition, a rationale and justification should be included for the choice of strategies and activities as they will achieve the objectives of the program and address the broad range of requisite linguistic competencies.
- In general, the developer should formulate goals and objectives based on the following considerations; these are not all-inclusive but part of the general planning framework. At a minimum, the following areas should be reflected within the learning activities:

1. Language Development and Communication Skills

   a. To develop bilingual language skills (speaking, listening, necessary for communicating in both languages);

   b. To learn non-verbal differences in communication (affection, anger, cognitive skills) which are appropriate expressions of emotions.

   - First and foremost, the curriculum should utilize the language and culture of the target population as the core of the program. Specific activities should be designed to provide basic language skills to meet the needs of the variety of competencies for students who are Spanish dominant, English dominant, bilingual, and students who switch codes.

2. Cognitive Development

   First of all the developer should describe the interaction between language development and cognitive development.

   a. To develop concepts in a variety of areas: language, science, social and cultural studies, art, music, health and safety.

   b. To develop the relationship between cause and effect.

   c. To encourage and foster curiosity and spontaneity in expression, exploration and problem solving.

   - A rationale and justification should be included for the choice of strategies and activities as they promote cognitive competencies, develop and enhance learning style and promote cognitive flexibility.

3. Psychomotor Skills

   a. To develop fine and gross motor skills, and coordination;

   b. To demonstrate psychomotor skills appropriate to his/her own stage of physical development;

      - The developers should develop activities that promote sensory-motor competencies. These may include activities that promote general body awareness and body control in addition to specific motor skills. A justification should be made for the types of activities and the ways in which these provide basic sensory-motor skills that contribute to physical development.

4. Social-emotional Skills (Self-concept)

   a. To develop positive feelings about himself and his abilities to learn;

   b. To understand and accept his strengths and weaknesses; to develop ability to cope with success and failure;

   c. To develop awareness and appreciation of people of different ages, sexes, ethnic and cultural backgrounds;

   d. To become sensitive to needs and feelings of others; and develop skills in relating to other children and adults.

5. Cultural Awareness and Appreciation

   a. To develop an appreciation for his/her native language and culture;

b. To develop an appreciation for the non-native language and culture;

c. To appreciate and learn some unique aspects of both cultures;

- Attention should be given to developing student's appreciation of the artistic and cultural aspects of both the native and non-native cultures. The developers should give justification for the means by which they intend to pattern the learning experiences to contribute to a comprehensive aesthetic awareness component.

6. Health and Safety Awareness

The purpose of this component should nurture activities that contribute to the child's awareness of physical well being. Since nutritional habits will determine the child's future health, the developers should justify and appropriate strategies and activities for engendering this awareness and for developing appropriate habits.

a. To participate in activities that develop positive habits of personal care;

b. To learn good nutritional habits through consistent exposure through the curriculum;

c. To learn to participate in medical assessments.

I. Parent Involvement

The degree of parental involvement in the daily learning activities will be crucial to the development of the curriculum. The developers need to include in their over-all plan individualization of activities that meet the evolving learning styles of young children.

It is recommended that the developers formulate a flow chart for this section, showing how the goals and objectives are integrated into the total curriculum and explaining how each area component fits into the goals and objectives.

J. Infividualization of the Curriculum Commensurate with Teaching Strategies

It is a maxim that in order to optimize the learning process there should be explicit plans for individualized instruction. The importance of relating strategies of individualized instruction for specific children's and community needs and problems should not be underemphasized. Successful implementation of the curriculum design depends to a great extent on the appropriateness of the teaching strategies. The curriculum developer should rely heavily on creating a range of educational experiences which are aimed at enhancing the self-confidence of non-English dominant children and enhancing intercultural awareness.

- The contractors should define "individualization of instruction" vis a vis: content, objectives, strategies, methodologies, media of instruction, taking in consideration:

1. total class
2. small group
3. individual

and should explain how their interpretation of "individualization" fits into total philosophy and rationale.

- The developer should discuss how his/her curriculum plan incorporates teaching strategies, learning environments, curricular materials and assessment instruments and practices that are consonant with the psychodynamics of students of different linguistic and cultural groups involved in his/her program.
- The developer should develop teaching strategies that provide congruity between the teacher-student relationship of the school and those of the home and neighborhood.
- The developer should discuss adaptations of the various teaching strategies to the individual differences.
- The developer should enumerate the teaching strategies he plans to include in his/her curriculum.

K. Evaluation of the Curriculum

It is extremely important that the developer design a Plan, preferably a flow chart, for validating the curriculum.

Although not all inclusive, the following considerations should be included in the flow chart:

- Who will be doing the evaluation, whether it is an outside or inside evaluator;
- At what levels or steps is evaluation taking place;
- Criteria for evaluation at each level;
- Learning objectives should be behaviorally stated;
- Evaluation should be carried out on the basis of both formal and informal instruments and methods;
- Evaluation should include the full range of behaviors such as:

  a) what do the parents feel about the program?

  b) what effect has this program had on the community?

  The contractors should specify how they will find out about the attitudes of people inside and outside the program.
- Instructional materials.

L. Validation of Replicable Models

Specific focus throughout curriculum development should be planning procedures necessary for 1) total replication, 2) replication with modifications and adaptations and/or 3) partial replication of curriculum. Problem areas that might be potential obstacles to replication should be identified. All efforts should be made to provide explicit solutions. The developer shall enumerate the considerations that should facilitate the tailoring of the BL-MC curriculum development to the uniqueness of other districts. A comprehensive outline should include the following elements as primary considerations for replication of curriculum development:

- Preliminary Planning
- Parent and Staff Training
- Availability of Resources
- Program Development
- Operational Procedures
- Evaluation Procedures including both process evaluation and product evaluation.

Each of the above elements should be described in detail.

CONCLUSION AND IMPLICATIONS

Historically, American education has been preoccupied with the complete Americanization and acculturation of all minorities, including bilingual and bicultural groups. The rationale for this was that acculturation was a prerequisite to full participation in the benefits of American society. Unfortunately, acculturation often meant the annihilation of the minority culture. In recent years, however, increasing attention has been focussed on preserving and reinforcing the socio-culture and language of the ethnic and cultural minorities. Spanish American psychologists have pointed out that permanent psycological damage often results when the student's cultural identify is denied or suppressed in school, and maintain that the non-English dominant child enters kindergarten with his own developed rule-based culture and language which is not deficient, but merely different from that of the school.

In incorporating these differences in the curriculum the schools will no longer penalize these children for their differences, but instead will enhance their motivation, performance and academic achievement. Development of bilingual - multicultural curricula has significant implications for the bicultural-multicultural school children of this nation, and for the future of American education.

**Dr. Medina, formerly Senior Research Analyst in Education for the President's Cabinet Committee on Opportunities for the Spanish Speaking People, is currently Director of Development Associates' Head Start Bilingual Bicultural Project.